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ABSTRACT

The School Library Policy Statement for Manitoba schools begins with the mission statement of Manitoba Education and Training and the Goals of Learning for Manitoba. Statements of Manitoba's School Library Policy and the Philosophy of the School Library Program are also provided, together with an outline of the responsibilities of both Manitoba's Department of Education and Training, and school divisions and districts. A glossary of terms and the "Learning Goals for Young People, Ages 5 to 18," taken from the Administrative Handbook for Manitoba Schools, are appended. (MAB)

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SCHOOL LIBRARY POLICY STATEMENT

Mission Statement of Manitoba Education and Training:

The mission of Manitoba Education and Training is to ensure high quality education and training programs for Manitobans to enable them to develop their individual potential and contribute to the economic, social and cultural life of Manitoba.

Goals of Learning for Manitoba:

The Goals of Learning for Manitoba, as listed in Section 1.1.02 of the Administrative Handbook for Manitoba Schools, provide for the implementation of the mission of Manitoba Education and Training. (See Appendix B.)

The development of these goals, along with the concomitant priorities and actions, is a shared responsibility involving (a) the province, which identifies general and specific objectives related to provincial policies; (b) the school board, which refines the provincial objectives to meet more closely its own local needs; and (c) the school, which builds its specific curriculum plans based upon both.

Policy:

Students in Manitoba schools should have access to a school library program that is integrated with the school's instructional program. This integration of classroom and school library is fundamental to the resource-based learning model which is essential to student achievement of the Goals of Learning for Manitoba.

Philosophy of the School Library Program:

A school library program is a basic component of education for all students in the school system. The program evolves from a philosophy based upon provincial, divisional, and local goals of education. These goals can best be achieved through a resource-based teaching/learning model which integrates the school library program with the school's total instructional program.

The focus of the school library program is on the learners' need to develop skills and attitudes necessary to make improved judgements, to evaluate, to think critically, and to value and enjoy lifelong learning. The school library program is a vital element of curriculum implementation and is central to the learning process. A school library without a program is merely a materials warehouse.

Guidelines:

Manitoba Education and Training will

- provide policy and guideline documents which recommend standards for the organization, development, implementation, and assessment of school library program;

- continue to fund school library programs through regular School Division/ District Block Grants;

- continue to provide funding for resource-based learning materials through annual operating grants to school divisions/districts including the Curricular Materials Grant;

- provide school library curriculum consultants for leadership and curriculum consultative support to educators in the development and utilization of school library programs and services;

- provide in-service opportunities to assist administrators, teachers, and teacher-librarians in the implementation of the resource-based learning model;

- assist in the research and the application of new technologies, systems and/or procedures for improving the efficiency and effectiveness of school library programs;

- maintain centralized book, computer software, special materials, film, and video tape collections and video duplication services; and

- assist in the formation, implementation, and maintenance of an inter-library network to facilitate the sharing of Manitoba's resources.

School Divisions/Districts will

- develop school library programs which meet and preferably exceed the standards for school libraries as set forth in Manitoba Education and Training policy and guideline documents as they are adopted;

- implement school library programs and services for all students and staff;

- assess school library programs to ensure congruence with provincial policies and guidelines and integration with the goals and objectives of the school's instructional program; and

- provide professional development opportunities for administrators, teachers, and teacher-librarians to facilitate the implementation and the maintenance of school library programs.

Approved by the Minister of Education and Training May, 1991.

APPENDICES

A. Glossary

B. Learning Goals for Young People Ages 5 to 18,
Administrative Handbook for Manitoba Schools (February 1988)

Appendix A: Glossary

Learning resources: Any person or any material with instructional content of function that is used in a formal or informal teaching/learning context. Learning resources, therefore, include such materials as approved and recommended textbooks, fiction and non-fiction books, magazines, manipulatives, games, films, filmstrips, audio and video recordings, computer software, and other materials. Events such as field trips may also be included in this category.

Resource-based learning: An educational model which, by design, actively involves students, teachers, and teacher-librarians in the meaningful use of a wide range of appropriate print, non-print, and human resources.

School library: The area in a school, administered by a teacher-librarian, which creates an environment that encourages the use of various learning resources, facilitates the implementation of the school curriculum, helps motivate students to use the materials and services necessary for learning, and provides the flexibility needed to implement new technologies and programs.

School library consultant: An experienced teacher-librarian who guides the development of school library programs and services in a particular geographic area, and who may operate a centralized facility to support individual school libraries.

School library programs: Learning activities and strategies designed to implement the school's curricula and to assist students and staff in interacting with resources in order to facilitate teaching and learning.

Appendix B: Learning Goals for Young People Ages 5 to 18, Administrative Handbook for Manitoba Schools (February 1988)

1.1.02 Learning Goals for Young People Ages 5 to 18

Education is a continuing, lifelong process which encompasses all of the learning experiences that result from the interaction between the individual and the physical and social environment; the school is a formal institution that has the more restricted purpose of providing certain planned learning activities for young people over a limited period of time. Thus the school, albeit very important, is only one of a member of societal agencies involved in the educational process, and takes its place alongside the home, the church, and the community in playing a significant role in the lives of young people.

The school, as part of the total educational process, accepts particular responsibility for certain specific goals that are key to the broader goals of education, which in turn are perceived as a responsibility shared with the community as a whole. The following goals statement incorporates both categorizations--the more limited, exclusive commitment as well as the shared tasks--and provides direction for the design of a curriculum to meet a wide range of social expectations. Included are statements stressing the development of the student's skills in communication, mathematics, science and the arts. The goals reflect the interrelatedness of broad aspects of the curriculum in promoting the student's growth and development, both as an individual and as a responsible citizen. The student's increasing capacity for critical thinking and decision making is a major focus.

Schools should provide students with those experiences which encourage them to develop to their fullest potential--mentally, physically, morally, emotionally, culturally, and socially. In the process of identifying the major goals of a system dedicated to this task, it is reasonable to begin by describing those skills which a student is expected to develop. However, while certain goals may receive varying emphasis at different times, all are of equal importance over the 12 years of public school education and relate closely to and reinforce each other.

Through the school program, the student should demonstrate an increasing ability to:

1. Listen with sensitivity and discrimination;

2. Articulate ideas, thoughts, and feelings with confidence and lucidity;
3. Read with an increasing comprehension of the deeper levels of meaning;
4. Write about experiences, thoughts, and feelings with increasing clarity and sensitivity;
5. Develop an awareness of, and a sensitive response to, literature;
6. Use mathematical concepts and arithmetic operations with understanding;
7. Use measurement in relevant situations with an understanding of the concepts involved;
8. Understand relationships involving space and shape, and develop judgements related to distance, time, force, speed and direction;
9. Understand the changing environment, in terms of its parts and of the patterns that characterize it as a whole;
10. Develop creative and imaginative thinking;
11. Express and communicate with confidence through play, song, dance, creative movement, drama, visual arts, and other means;
12. Develop aural awareness and a sensitive response to music;
13. Develop visual and tactile awareness and a sensitive response to the visual arts;
14. Make informed and rational decisions. This capacity includes increasing ability in the skills of inquiry, analysis, synthesis, and evaluation. These skills involve:

    14.1 gathering and organizing specific factual information--observing events, measuring properties and rates of change, and classifying events, objects, and ideas;

    14.2 assessing information communicated by all forms of expression:
    (a) distinguishing between fact and fiction; primary and secondary sources; correlations and causation; direct statement and implied meaning;
    (b) recognizing bias and prejudice;
    (c) making systematic comparisons;

    14.3 forming and defending an opinion by using a system of logical inquiry;

    14.4 identifying and developing alternative solutions;

15. Develop a basic understanding of his/her physical and emotional nature by:

    15.1 recognizing and responding effectively to his/her individual strengths and weaknesses within the context of an expanding range of interest, skills, and abilities;

    15.2 demonstrating an acceptance and understanding of bodily changes and the shifting of social relationships and emotional adjustments associated with the onset of puberty;

    15.3 developing habits which contribute to independent problem solving and responsible behavior;

    15.4 developing positive ways of dealing with peer group influence, institutional pressure, and bias and prejudice;

16. Exhibit habits of safe and responsible behavior toward self and others;

17. Exhibit habits which promote lifelong physical fitness, good nutrition, continuing physical activity, and positive use of leisure time;

18. Develop an understanding of social relationships, and interact effectively with others by:

    18.1 recognizing the interdependence of all people--people in specialized roles and people in the various roles which the individual plays as a family member, student, worker, and citizen;

    18.2 examining and considering responsible lifestyle choice related to work, society, and family within the context of his/her personal interests, capacities, and values;

19. Develop knowledge of and reasoned pride in community and in Canada, and an understanding and empathy for social and cultural groups different from one's own;

20. Make decisions based on a personal value system which recognizes both the priorities of his/her society and the integrity of the individual;

21. Make the transition from school to employment and/or post-secondary education by:

21.1 assessing personal interest, values, and capacities related to work and education;

21.2 understanding the dynamics of group behavior in a work situation;

21.3 knowing that prerequisite competencies are needed for a wide range of occupations and education programs;

21.4 knowing the available resources for secondary and post-secondary education and/or preparation for study;

21.5 having a basic knowledge of new and existing technology;

21.6 assessing a variety of projected changes of a social, technical, and economic nature that may affect patterns in education and work;

21.7 developing the primary knowledge and basic skills needed to enter a chosen area of post-secondary education and/or a chosen area of initial employment.